

Resource A

A Checklist of Sample Supplemental Supports, Aids, and Services

Directions: When considering the need for personalized supports, aids, or services for a student, use this checklist to help identify which supports will be the least intrusive, only as special as necessary, and the most natural to the context of the classroom.

Environmental

- ☐ Preferential seating
- ☐ Planned seating
- ☐ Bus ☐ Classroom ☐ Lunchroom ☐ Auditorium
- ☐ Other
- ☐ Alter physical room arrangement (Specify: _____)
- ☐ Use study carrels or quiet areas
- ☐ Define area concretely (e.g., carpet squares, tape on floor, rug area)
- ☐ Reduce/minimize distractions
- ☐ Visual ☐ Spatial ☐ Auditory ☐ Movement
- ☐ Teach positive rules for use of space

Pacing of Instruction

- ☐ Extend time requirements ☐ Vary activity often ☐ Allow breaks
- ☐ Omit assignments requiring copying in timed situations

- _____ Additional copy of the text sent home for summer preview
- _____ Home set of materials for preview or review

Presentation of Subject Matter

- _____ Teach to the student's learning style/intelligence strengths
 - _____ Verbal-Linguistic _____ Math-Logical _____ Visual-Spatial _____
 - _____ Naturalist
 - _____ Bodily-Kinesthetic _____ Musical _____ Interpersonal _____
 - _____ Intrapersonal
- _____ Use active, experiential learning
- _____ Use specialized curriculum
- _____ Tape class lectures and discussions to replay later
- _____ Use American Sign Language, total communication, or both
- _____ Provide prewritten notes, outline, or organizer (e.g., mind map)
- _____ Copy of classmate's notes (e.g., use NCR [no carbon required] paper, photocopy)
- _____ Functional and meaningful application of academic skills
- _____ Present demonstrations and models
- _____ Use manipulatives in mathematics and realia (i.e., real objects)
- _____ Highlight critical information or main ideas
- _____ Preteach vocabulary
- _____ Make and use vocabulary files or provide vocabulary lists
- _____ Reduce the language level of the reading assignment
- _____ Use facilitated communication
- _____ Use visual organizers and sequences
- _____ Use paired reading and writing
- _____ Reduce seat time in class or activities
- _____ Use diaries or learning logs
- _____ Reword or rephrase instructions and questions
- _____ Preview and review major concepts in primary language

Materials

- _____ Limit amount of material on a page
- _____ Audiotape texts and other class materials

- ☐ Use study guides and advanced organizers
- ☐ Use supplementary materials
- ☐ Provide note-taking assistance
 - ☐ Copy class notes
 - ☐ Scan tests and class notes into computer
 - ☐ Large print
 - ☐ Braille material
- ☐ Use communication book or board
- ☐ Provide assistive technology and software (e.g., Intelli-Talk)

Specialized Equipment or Procedure

- ☐ Wheelchair
- ☐ Walker
- ☐ Braces
- ☐ Standing board
- ☐ Positioning
- ☐ Computer
- ☐ Computer software
- ☐ Electronic typewriter
- ☐ Video
- ☐ Modified keyboard
- ☐ Voice synthesizer
- ☐ Switches
- ☐ Augmentative communication device
- ☐ Catheterization
- ☐ Suctioning
- ☐ Customized mealtime utensils, plates, cups, and other materials
- ☐ Restroom equipment

Assignment Modification

- ☐ Give directions in small, distinct steps (written, picture, verbal)
- ☐ Use written backup for oral directions
- ☐ Use pictures as supplement to oral directions
- ☐ Lower difficulty level
- ☐ Raise difficulty level
- ☐ Shorten assignments
- ☐ Reduce paper-and-pencil tasks
- ☐ Read or tape record directions to the student(s)
- ☐ Give extra cues or prompts
- ☐ Allow student to record or type assignment
- ☐ Adapt worksheets and packets
- ☐ Use compensatory procedures by providing alternate assignment, when demands of class conflict with student capabilities

- _____ Ignore spelling errors or sloppy work _____ Ignore penmanship
- _____ Develop alternative rubrics

Self Management and Follow-Through

- _____ Provide pictorial or word on a daily or weekly schedule
- _____ Provide student calendars
- _____ Check often for understanding and review if necessary
- _____ Request parent reinforcement
- _____ Have student repeat directions
- _____ Teach study skills
- _____ Use binders to organize material
- _____ Design, write, and use long-term assignment time lines
- _____ Review and practice in real situations
- _____ Plan for generalization by teaching skill in several environments

Testing Adaptations

- _____ Provide oral instructions or read test questions
- _____ Use pictorial instructions and questions
- _____ Read test to student
- _____ Preview language of test questions
- _____ Ask questions that have applications in real settings
- _____ Administer tests individually
- _____ Use short answer _____ Use multiple choice _____ Shorten length
- _____ Extend time frame _____ Use open-note or open-book tests
- _____ Modify format to reduce visual complexity or confusion

Social Interaction Support

- _____ Use natural peer supports and multiple, rotating peers
- _____ Use peer advocacy
- _____ Use cooperative group learning
- _____ Institute peer tutoring
- _____ Structure opportunities for social interaction
- _____ Focus on social process rather than the end product

- ☐ Structure shared experiences in school and extracurricular activities
☐ Teach friendship, sharing, negotiation skills to classmates
☐ Teach social communication skills
☐ Greetings ☐ Conversation ☐ Turn Taking ☐ Sharing
☐ Negotiation ☐ Other: ☐ Other:

Level of Staff Support (After Considering Previous Categories)

- ☐ Consultation
☐ Stop-in support (one to three times per week)
☐ Part-time daily support
☐ Team teaching (parallel, supportive, complementary, or co-teaching)
☐ Daily, in-class staff support
☐ Total staff support (staff are in close proximity)
☐ One-on-one assistant
☐ Specialized personnel support (if indicated, identify time needed)

Support	Time Needed
<input type="checkbox"/> Instructional support assistant	
<input type="checkbox"/> Health care assistant	
<input type="checkbox"/> Behavior assistant	
<input type="checkbox"/> Signing assistant	
<input type="checkbox"/> Nursing	
<input type="checkbox"/> Occupational therapy	
<input type="checkbox"/> Physical therapy	
<input type="checkbox"/> Speech and language therapist	
<input type="checkbox"/> Augmentative communication specialist	
<input type="checkbox"/> Transportation	
<input type="checkbox"/> Counseling	
<input type="checkbox"/> Adaptive physical education	
<input type="checkbox"/> Transition planning	
<input type="checkbox"/> Orientation and mobility	
<input type="checkbox"/> Career counseling	

